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ABSTRACT

Eleven chapters provide in-depth perspectives on outcomes and issues of youth with learning disabilities as they move from high school to adulthood. Stressed throughout is the importance of comprehensive transition planning and the educational, employment, social, and living options available to persons with learning disabilities. Chapter titles and authors are: (1) "Transition and Students with Learning Disabilities: Creating Sound Futures" (Ginger Blalock and James R. Patton); (2) "A Status Report on Transition Planning for Individuals with Learning Disabilities" (Caroline Dunn); (3) "Transition to Living: The Neglected Component of Transition Programming for Individuals with Learning Disabilities" (Patricia L. Sitlington); (4) "Self-Determination Instructional Strategies for Youth with Learning Disabilities" (Sharon Field); (5) "Life Skills Curricula for Students with Learning Disabilities: A Review of the Literature" (Mary E. Cronin); (6) "The Positive Force of Vocational Education: Transition Outcomes for Youth with Learning Disabilities" (Rebecca B. Evers); (7) "Transition Planning Assessment for Secondary-Level Students with Learning Disabilities" (Gary M. Clark); (8) "Making the Transition to Higher Education: Opportunities for Student Empowerment" (Loring C. Brinckerhoff); (9) "Vocational Rehabilitation and Special Education: Partners in Transition for Individuals with Learning Disabilities" (Carol A. Dowdy); (10) "Community Transition Teams as the Foundation for Transition Services for Youth with Learning Disabilities" (Ginger Blalock); and (11) "Transition in an Era of Reform" (Diane S. Bassett and Tom E. C. Smith). Position papers on transition and life skills instruction, issued by the Council for Exceptional Children's Division on Career Development and Transition, are appended. (Contains approximately 650 references.) (DB)